

**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Kindergarten**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	<b>K-1.1</b> Summarize the main idea and details from literary texts read aloud. <b>K-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
2. With prompting and support, retell familiar stories, including key details.	<b>K-1.1</b> Summarize the main idea and details from literary texts read aloud. <b>K-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order. <b>K-1.7</b> Use relevant details in summarizing stories read aloud.	
3. With prompting and support, identify characters, settings, and major events in a story.	<b>K-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	
<b>Craft and Structure</b>		
4. Ask and answer questions about unknown words in a text.	<b>K-3.1</b> Use pictures and context to construct the meaning of unfamiliar words in texts read aloud. <b>K-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
5. Recognize common types of texts (e.g., storybooks, poems).	<b>1.1.9</b> Classify a text as either fiction or nonfiction. <b>3-1.9</b> Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition).	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>K-3.21</b> Know the parts of a book (including the front and back covers, the title, and the author's name). <b>1-3.22</b> Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).	

Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	<b>K-1.2</b> Use pictures and words to make predictions regarding a story read aloud. <b>K-3.19</b> Use prior knowledge and life experiences to construct meaning from texts. <b>1-3.20</b> Use pictures and words to construct meaning.	
8. (Not applicable to literature)	<b>NA</b>	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>K-1.5</b> Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order. <b>3-1.5</b> Analyze the relationship among characters, setting, and plot in a given literary text.	
Range of Reading and Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	<b>K-1.11</b> Read independently for pleasure.	
<b>Reading Standards for Informational Text</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	<b>K-2.1</b> Summarize the central idea and details from informational texts read aloud. <b>K-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
2. With prompting and support, identify the main topic and retell key details of a text.	<b>K-2.1</b> Summarize the central idea and details from informational texts read aloud.	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>K-3.19</b> Use prior knowledge and life experiences to construct meaning from texts. <b>6-2.1</b> Analyze central ideas within and across informational texts.	
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	<b>K-3.1</b> Use pictures and context to construct the meaning of unfamiliar words in texts read aloud. <b>K-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
5. Identify the front cover, back cover, and title page of a book.	<b>K-3.21</b> Know the parts of a book (including the front and back covers, the title, and the author's name).	

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>K-3.21</b> Know the parts of a book (including the front and back covers, the title, and the author's name). <b>1-3.22</b> Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).	
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>K-1.2</b> Use pictures and words to make predictions regarding a story read aloud.	
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>K-2.3</b> Find facts in texts read aloud. <b>1-2.1</b> Summarize the central idea and supporting evidence in an informational text during classroom discussion.	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>6-2.1</b> Analyze central ideas within and across informational texts.	
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	<b>K-2.9</b> Read independently to gain information	
<b>Reading Standards for Foundational Skills</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Print Concepts</b>		
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	<b>K-3.18</b> Use letters and relationships to sounds to write words. <b>K-3.22</b> Carry out left-to-right and top-to-bottom directionality on the printed page. <b>K-3.23</b> Distinguish between letters and words. <b>K-4.9</b> Use uppercase and lowercase letters.	

Phonological Awareness		
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>K-3.8</b> Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.</p> <p><b>K-3.9</b> Create rhyming words in response to an oral prompt.</p> <p><b>K-3.10</b> Create words by orally adding, deleting, or changing sounds.</p> <p><b>K-3.11</b> Use blending to generate words orally.</p> <p><b>K-3.14</b> Identify beginning and ending sounds in words.</p> <p><b>K-3.16</b> Use blending to begin reading words.</p> <p><b>K-4.11</b> Identify sounds orally by segmenting words.</p> <p><b>1-3.9</b> Create rhyming words in response to an oral prompt.</p> <p><b>1-3.15</b> Identify beginning, middle, and ending sounds in single-syllable words.</p>	>
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>K-3.12</b> Match consonant and short-vowel sounds to the appropriate letters.</p> <p><b>K-3.17</b> Begin to spell high-frequency words.</p>	
Fluency		
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p><b>K-1.11</b> Read independently for pleasure.</p> <p><b>K-2.9</b> Read independently to gain information.</p> <p><b>K-3.6</b> Use oral rhymes, poems, and songs to build fluency.</p> <p><b>K-3.7</b> Use appropriate voice level when speaking.</p>	

Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Text Types and Purposes</b>		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	<b>K-4.3</b> Use pictures, letters, or words to tell a story from beginning to end. <b>K-5.2</b> Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things. <b>K-5.4</b> Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.	
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>K-4.3</b> Use pictures, letters, or words to tell a story from beginning to end. <b>K-5.1</b> Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience. <b>K-5.2</b> Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things. <b>K-5.3</b> Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.	
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>K-4.3</b> Use pictures, letters, or words to tell a story from beginning to end. <b>K-5.2</b> Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things. <b>K-5.3</b> Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things. <b>1-4.3</b> Use pictures, letters, or words to tell a story from beginning to end. <b>2-5.2</b> Create narratives (for example, stories and journal entries) that follow a logical sequence of events.	
<b>Production and Distribution of Writing</b>		
4. (Begins in grade 3)	<b>NA</b>	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>K-4.7</b> Edit writing with teacher support. <b>K-4.8</b> Revise writing with teacher support.	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>This standard was not previously included in the SC standards.</b>	

Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).	
9. (Begins in grade 4)	NA	
Range of Writing		
10. (Begins in grade 3)	NA	
Speaking and Listening Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	K-3.7 Use appropriate voice level when speaking. K-4.2 Generate complete sentences orally. K-6.4 Use complete sentences when orally communicating with others.	
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.	
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	K-5.3 Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things. K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet). 3-6.7 Use appropriate visual aids (for example, pictures, objects, and charts) to	

	support oral presentations.	
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<b>K-3.7</b> Use appropriate voice level when speaking. <b>K-6.4</b> Use complete sentences when orally communicating with others.	
<b>Language Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). f. Produce and expand complete sentences in shared language activities.	<b>K-3.2</b> Create a different form of a familiar word by adding an <i>-s</i> or <i>-ing</i> ending. <b>K-3.13</b> Recognize uppercase and lowercase letters and their order in the alphabet. <b>K-4.2</b> Generate complete sentences orally. <b>K-4.6</b> Understand that a person's name is a proper noun. <b>K-4.9</b> Use uppercase and lowercase letters. <b>K-4.10</b> Use appropriate letter formation when printing. <b>K-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest. <b>1-3.2</b> Identify base words and their inflectional endings (including <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> ). <b>1-4.4</b> Use grammatical conventions of written Standard American English, including common and proper nouns, and singular and plural nouns. <b>3-4.4</b> Use grammatical conventions of written Standard American English, including prepositions and prepositional phrases.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>K-3.4</b> Recognize high-frequency words. <b>K-3.12</b> Match consonant and short-vowel sounds to the appropriate letters. <b>K-3.17</b> Begin to spell high-frequency words. <b>K-4.4</b> Use letters and relationships to sounds to write words. <b>K-4.5</b> Begin to spell high-frequency words. <b>1-3.13</b> Use knowledge of letter names and their corresponding sounds to spell words independently. <b>1-4.6</b> Edit for the correct use of written Standard American English, including capitalization - first word of a sentence, and pronoun <i>I</i> ; punctuation - periods, exclamation points, and question marks.	
<b>Knowledge of Language</b>		
3. (Begins in grade 2)	NA	
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and	<b>K-3.1</b> Use pictures and context to construct the meaning of unfamiliar words in texts read aloud. <b>K-3.2</b> Create a different form of a familiar word by adding an <i>-s</i> or <i>-ing</i> ending. <b>K-3.3</b> Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).	

<p>learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>1-3.2</b> Identify base words and their inflectional endings (including <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i>).</p> <p><b>2-3.2</b> Construct meaning through a knowledge of base words, prefixes (including <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>, <i>mis-</i>, <i>dis-</i>) and suffixes (including <i>-er</i>, <i>-est</i>, <i>-ful</i>) in context.</p>	
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring <b>verbs</b> and <b>adjectives</b> by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	<p><b>K-1.6</b> Discuss how the author's choice of words affects the meaning of the text (for example, <i>yell</i> rather than <i>said</i>).</p> <p><b>K-3.1</b> Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p> <p><b>K-3.3</b> Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p> <p><b>K-3.15</b> Classify words by categories (for example, beginning and ending sounds).</p> <p><b>K-6.3</b> Classify information by constructing categories (for example, living and nonliving things).</p> <p><b>1-3.5</b> Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).</p>	<p><b>Regular verbs and adjectives are not explicitly stated in the SC standards.</b></p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>K-1.8</b> Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).</p> <p><b>K-2.4</b> Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).</p> <p><b>K-3.3</b> Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</p>	